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CLASSIFICATION IN SCHOOLS.

"EXIGITE UT MORES TENEROS CEU POLlice DUCAT."—Juv.

THE evil which a country would suffer by a wrong education of its youth, may be compared to the loss the year would sustain by the destruction of its spring; posterity would be in a manner starved; the maturing summer and ripening autumn would come in vain, and that land deprived of those resources on which it might justly rely. Truly then says Juvenal:

"Maxima debetur pueris reverentia."

To youth great reverence should be given.

One of the greatest causes of ill success and misery in the present day, is ill adaptation to the performance of the duties of life, so far as they are found in the trade or profession of the individual. This is the result of misdirection in early life, and may be attributed mainly to a false opinion on the part of the parents of our youth, whose judgment is perverted by the love they entertain for their offspring; and secondly, to the extreme to which the system of classification is carried in some of our schools.

How frequently, in our city schools, we see thirty or forty children ranged in the same class and enjoined to the same tasks, with little or no regard to difference in age, inclination, or capacity.

The fast and the slow must keep equal pace, the strong and weak vie with each other, and in brief, man attempts to join what God hath put asunder. This unnatural system cuts both ways; the swift are impeded by the slow, the slow are hastened beyond their proper pace by the swift, and a never-ending, joyless task is imposed upon the teacher, which, like the toil of Sisyphus, is ever imminent and has no rest. How true it is that much of the teacher's labor is to compel rather than to induce thought, and much of the pupil's work, slave's work! It does not seem right that the scholar's work should be such, for at first when we enter upon life, "Knowledge and pleasure walk together." Indeed, learning is the natural food of the mind, and is hungered and thirsted after by every intelligent being; and when the acquisition of knowledge stops, the faculties decay. That the native desire for knowledge is so often diminished and even wholly destroyed in our schools, seems to be owing to a wrong plan of education, which disregards, or very nearly, the peculiar excellence and strength of the individual mind. This is doubtless less the fault of the teacher than of the parent, who can never believe that his son may not do what his neighbor's can, and become what he wishes him to be.

And so the teacher is expected and required to adapt the boy to his studies rather than the studies to the boy: a system silly and wicked. We, in fact, find the result we might naturally expect. The best offices of the teacher are received with dislike or apathy, and the school-day drags wearily away, and the school-boy "longs, as an hireling, for the shadow." It cannot be denied that the large schools of our cities, though they possess great advantages over our country schools when we consider the ability of their instructors and the facilities they afford to the earnest scholar, fall far behind in the comparative number of able minds they produce. Now this barrenness of successful result, though due to many causes, may be found in a great measure owing to the fact, that in many cases the system of instruction has a tendency to suppress the advance of the finest minds. Genius is to a certain degree eccentric, and despises beaten paths; it is individual, and, above all, its spirit is free and hates confinement. It needs direction, but no restraint. The country school, though it affords less instruction, yet it offers little obstruction; indeed, it rather encourages the development of

the ruling traits of the character, making it more forcible, though less symmetrical. I have often admired the policy of the Spartans in the education of their boys. "With them it was not lawful for the father to bring up his children after his own fancy. As soon as they were seven years old, they were listed into several companies, and disciplined by the public. The old men were spectators and judges of their performances, that they might see how their several talents lay; and without regard to their quality, they disposed of them for the service of the commonwealth. By this means Sparta soon became mistress of Greece, and famous through the world for her civil and military power and greatness."

I have observed, in reading the lives of men celebrated for remarkable genius, that their greatness may be often directly traced to the sagacity of parents or teachers in discovering where their strength lay, and in encouraging its development. In particular, I remember that a celebrated mathematician was in childhood considered nearly an idiot, and would have been suffered to grow up in entire ignorance, had not a relative, by accident, discovered his turn for mathematics.

I believe, in nine cases out of ten, at least, our youth are designed and educated for a given calling, without one thought as to their natural fitness for it. "The celebrated Dr. South, complaining of persons who took upon them holy orders, says somewhere, that many a man runs his head against a pulpit who might have done his country excellent service at the plough-tail." Thus we see many a youth march forth to fight life's battle who has not considered "whether with ten thousand he can meet him who cometh with twenty thousand." Thus many a life is full of bitterness, and the way before full of fears and darkness, and behind strewn with blighted flowers of hope.

I have indicated, in this desultory way, what seems a fault in our excellent educational system, at home and at school: a neglect to observe and take advantage of the natural bias of the minds of our youth, as a means to improve and awaken an interest of that large majority of our schools who have little or none in their studies, and also as an assistance in determining a choice of profession or occupation. Did my limits admit I would treat of other topics connected with this, such as the development of individual

character, and the consequent prevention of that idle, aimless life, whose hours are so miserably and wickedly spent in foolish and vicious dissipation. I would gladly, too, portray that life so rarely seen, where will, and the powers of mind and body work hand in hand ; a life whose work is pleasure, and whose result is success. I would not be understood to oppose all classification in schools ; I only feel that it is carried too far in many cases, so that its advantages are lost in its evils. In some of the most gifted minds, the fiery energy and exuberant imagination need control and direction ; and to others particular encouragement and assistance must be given. It is true that there is greater ease in the management, and greater beauty and symmetry in the appearance of a school rigidly classified, but these are minor considerations. "Life's greatest glory and advantage is to make men wiser and better."

MILO.

PATIENCE.

"BE PATIENT, THEREFORE, BRETHREN."—St. James.

IF there is any business where we should more than elsewhere heed the precept of the inspired Apostle, "let Patience have her perfect work," we have found it. If it were right to worship saints and imaginary deities, we would say to you : Dear Teacher, have an image of Patience in your rooms, put her into your calendar, and worship her on three hundred and sixty-five and a fourth days of the year, that she may give you her benediction both when you sit down and rise up.

True and immovable patience, when not the offspring of dulness, is one of the rarest of gifts. The man who dwelt in the land of Uz, — we have all helped him on to fame a thousand times, by saying that he was "the most patient man," — stands alone in his glory. You might find ten rivals of Shakspeare, and not one of Job !

But some one will ask : What makes this business so patience-trying ? The replies might be various. One is, we have to do with children, and it is declared upon inspired authority, that

"foolishness is bound in the heart of a child." We have to do with a multitude of temperaments, to do with those who have emotions and no reason, who have the impelling power of the feeling, but not the directing power of the judgment. A prescription that will work like unto miraculous power in one case, may be inert or perhaps fatal in another. And then, sad thanks to our great father, the original and common depravity of our race finds its way *in*, at least, as soon as the breath finds its way *out*; and what teacher has not in his little flock, a number who make a complete antithesis to virtue and good order at every step?

Now upon all these different temperaments and exhibitions of depravity the teacher may, it is true, and ought to shed the mild fervor of his rays as steadily as the sun pours his light on fruitless oceans, and barren plains, and splintered rocks; but we utter a very common and acknowledged sentiment in saying, that it is difficult exceedingly.

Then, too, the progress of the pupil will often be slow, frequently *very* slow. It is a natural trait, we ought not to say failing, to wish for large and speedy results; and men will speculate at the risk of losing fortunes for some sudden and trifling gain. Hence the whole business of lotteries, and gold-hunting, and games of chance; and we all delight to read in Eastern tales of palaces and cities built by the power of enchantment, of marble, and garnished with sapphires, all in one night. But in the great market where wisdom exposes her wares there is no speculation, no games of chance. A man may gamble for a crown and obtain it; but every thought, every inch of mental growth, is the product of labor. Palaces, all of jasper and emerald, may be fairy-built in one night; but the palace of knowledge must be built and built only by him who is to occupy it. The gain of most pupils is, therefore, exceedingly slow.

Alas! how often we labor and see *no* progress! The impressions of to-day are forgotten to-morrow. The seed that was buried with so many hopes, and even watered with tears, has been choked with a multitude of trifles, and it seems too painfully evident that the thoughtless boy, when he has grown into a sedate and thinking man, and the world that expects solemn and earnest

duties of that man, will reproach us for our want of faithfulness. These thoughts often oppress the spirit, and render patience as rare as it is valuable gift.

It is ours to bestow intellectual gifts and mental treasures, more valuable than crowns ; but how many we meet who, in their stupidity, care not for mental treasures, and despise the offer ! It is ours to train the mental faculties ; but how many are so buried in sleep that to them a short period of waking has all the strangeness of the wildest dream, and who seem to cling to their ignorance as if they thought " ignorance was bliss ! " It is ours to confer what kings cannot, refinement of taste, and the polish and strength of discipline, and treasures of knowledge ; but how many meet all our approaches with a moroseness and vulgarity of manner that it would be a libel upon nature to call natural, and by disobedience to wholesome rules, try the temper of the mildest governor !

And more than this, the irritating cause is constantly present ; other men may tear a passion to tatters, and a change of scene and of company will suffer their wrath to cool. But the teacher and his pupils, like a wicked spirit and its conscience, are kept in close contact, and the consciousness that one has been seen angry, while it subdues the feeling somewhat, acts only as a cross-wind on a rolling sea, it subdues the waves but renders them more fretful. In the case of vicious acts, (here we are not restrained by fear of penalty,) every one knows how much easier it is to refrain before we have been known to be delinquent than after. The once-reformed drunkard knows this, and the teacher, in the very matter of which we are now speaking, knows this. When we have once broken over the lines of proper restriction, the public confidence in our ability to withstand is weakened, and with that our own practical ability to withstand is weakened also ; thus an occasional act of transgression becomes a confirmed habit. For this reason teachers who are most amiable out of the school-room, are sometimes most petulant within, and often snap rather than speak, and wear a dark frown instead of carrying a brow of sunshine, and wearing that which indeed costs nothing, but is more persuasive than all the figures of rhetoric—a smile. But it is well said, that

" He that can blush is not quite a villain."

And teachers sometimes blush and weep for these things, and go from the arena of daily toil and temptation to mourn in secret, and resolve that they *will* maintain a greater self-control in future, and be better examples of all they would do and teach. But in all this there is a great trial of patience. "Be patient, therefore, brethren!"

G.

HOW MANY PUPILS TO A SCHOOL? HOW MANY TO A TEACHER?

AN EXTRACT FROM THE QUARTERLY REPORT OF THE SUPERINTENDENT OF THE
SCHOOLS OF BOSTON, FOR MARCH, 1859.

WITHIN the last twelve years, our Grammar Schools have undergone a very great change in respect to their organization and management. Previously to 1847, a regularly organized Grammar School had six teachers. In each school for boys there were two head masters, two ushers, and two female assistants; in each school for girls, two head masters and four female assistants; and in each school for boys and girls, two head masters, one usher, and three female assistants. This was the rule, and with regard to male teachers there were no material exceptions. In the largest schools one or two additional female assistants were employed. The arrangements of the buildings were such that all the pupils and subordinate teachers were almost constantly under the eye of the master. In the year 1845, the average number of pupils under the care and instruction of a head master and his assistants, was two hundred twenty-six and a half.

There were objectionable features in the organization as it then existed. It was urged that a change might be made which would at once reduce the expense and increase the efficiency of the system. Expense was to be saved by substituting, to some extent, female for male teachers. Greater efficiency was to be secured by a more perfect classification and an undivided responsibility in the head. The proposed change was unquestionably an improvement, though some of its ardent advocates greatly overrated its advan-

tages ; and after a controversy, which commenced more than thirty years ago, it has been effected. But in all reforms it is exceedingly difficult to stop in the right place. This is the reason why we see so much innovation and so little improvement. If we imitate the pendulum, we may, indeed, keep in motion from one extreme to another, but without making any progress. In the new organization, one of the head masters in each school was dispensed with, for the two-fold object of saving expense and of simplifying the machinery of the system. This was a judicious change. Nor was there any serious objection to raising the number of pupils in a school from the usual number of about four hundred, up to five hundred, or even, in some cases, to six hundred, — provided that the original idea of giving a moderate number of pupils to each teacher had been strictly carried out. But we seem to be losing sight of the plan of improvement with which we set out. Instead of five or six hundred under one head master, we have a thousand, and even more, in the largest schools. But this is not all. The disadvantages of having so many under one head, are greatly increased by placing too many pupils in the same room under one teacher. For illustration, look at the Eliot School, which is not an extreme case. In 1845, it had four hundred and fifty-six pupils. It then had two masters, two ushers, and several female assistants. One master then had under his charge not more than two hundred and thirty pupils, and he was assisted in the discipline by one male teacher. Now, there are in that school about one thousand boys under one head master, assisted by two male teachers and thirteen female teachers, the number of pupils under each teacher being about sixty-five. Who is prepared to assert and maintain that the beneficial change in the organization has not, in that case, been to a great extent, if not wholly, neutralized by departing from the true idea of the new system? Has not a good thing been pushed to an extreme? Let it be remembered that the Eliot School is not an exception. It is not an extreme case. It is only an example of what our Grammar Schools now are, or are fast approaching.

I cannot but think that the most dangerous tendency of our system, at the present time, is the tendency to concentrate too large a number of pupils under the charge of one principal, and too large

a number under the instruction of each assistant. In these two important particulars, we have far exceeded every other city within my knowledge, which undertakes to maintain a system of Public Schools good enough for all classes of the community. This is certainly not an honorable distinction.

Our head masters are able men, but their ability is not unlimited. If you put under the charge of one man a thousand pupils, and at the same time give him the most important class to teach, he must soon break down in health, or he must omit to bestow upon the lower classes that attention which they need. And if you give to an assistant teacher, especially a female, a very large number of pupils to instruct and govern, she must inevitably sacrifice either herself or her pupils. Sad alternative! The more conscientious choose the former; the selfish, the latter. Examples of both are not wanting.

In the control of every school system, two antagonistic forces are ever at work. The one aims to secure right education, the other to save expense. The former builds up; the latter pulls down. The great problem is to *combine* efficiency with economy, so as to produce the best results at the least cost. I take it for granted, in all my proceedings, that we intend to have good schools, at all events. I take this to be in accordance with the public sentiment of Boston. But this object is to be pursued with a due regard to economy in the use of means. This is our policy, if I rightly understand it. What I recommend is, that it be faithfully carried out.

Good classification is essential to efficiency and economy; and in order to secure this classification, it is necessary to bring together under one roof a large number of pupils. But I think few will claim that more than six hundred pupils of the Grammar School grade are requisite for the purposes of classification. Five hundred might, perhaps, be considered amply sufficient in most cases. And no one can deny that an increase of the number of pupils in a school, beyond what is necessary for a good classification, diminishes its efficiency. If I am asked, then, what is the reasonable, economical, natural limit to the number of pupils to be placed in a Grammar School, consisting of children from eight to fifteen or sixteen years of age, I answer, that it is the number requisite for classification, which is from five

hundred to six hundred. And as there is a natural limit to the number to be placed in one school, so there is a limit to the number of well classified pupils that can be profitably and economically taught by one teacher of average capacity. This is not a matter to be settled by abstract reasoning. It is to be determined by experiment. It is no new question. It has been frequently discussed and attentively considered by competent educators. And so far as my knowledge extends, forty pupils are considered sufficient for one teacher.

I am not prepared to recommend that we should immediately reduce our number to that standard, but I do not hesitate to affirm that the nearer we come to it the better will be the results produced in our schools.

The question is simply that of dollars and cents on the one side, and of the proper education of the rising generation on the other. The Common School is in no sense a charity of the rich to the poor. It is in no sense a pauper establishment. It is the people's college. It is supported by all, according to their means, and it is for the benefit of all, and should be good enough for all. The public sentiment of Boston is decidedly in favor of good schools. The people of Boston expect this Board to see that they are not merely cheap schools, but good schools. They have committed this momentous interest to your hands. They confide in your judgment. They have never complained of reasonable expense for education. They only wish to know that their money is expended *wisely*. What they demand, is wise economy, not *parsimony*. And, as Burke says, "Parsimony is not economy. Expense, and great expense, may be an essential part in true economy, which is a distributive virtue, and consists not in saving, but in selection. Parsimony requires no providence, no sagacity, no powers of combination, no judgment. Mere instinct, and that not an instinct of the noblest kind, may produce this false economy to perfection. The other economy has larger views. It demands a discriminating judgment, and a firm, sagacious mind."

For myself, I am willing to accept and abide by this doctrine of economy.

The question is, how much can we afford to expend, on the principles of a wise economy, for the purposes of public education?

Now it seems to me that this is a question which should be decided neither by those large tax-payers who do not choose to send their own children to the public school, nor by that class of citizens who pay no taxes, but by those persons who represent the average wealth and standing in the community. In accordance with this view, let us ask an intelligent man belonging to what is called the middle class, whether he can afford the expense of sending his son or his daughter to a school with not more than fifty pupils to a teacher, instead of one with sixty. He wishes to know the difference to his pocket, between the school of fifty and that of sixty. You tell him that it may make a difference of one dollar, and possibly a dollar and a half a year. Then, he replies, you have asked me an absurd question; I wish my child to be properly educated; I do not weigh such paltry sums against the welfare of my child. And so as to the other point to which I have invited your attention. Suppose we ask the same parent whether he can afford the expense of sending his child to a school of not more than six hundred pupils, under one principal, instead of one with a thousand. He would be told that the difference of expense would be about the same as in the first case, and, of course, his reply would be the same. But the control of this matter is, for the time being, in the hands of this Board. You are to act in place of all the tax-payers and parents of the city, so far as relates to public education.

The precise questions, then, which I would, at this time, present for your consideration are these:

1. What shall be the maximum number of pupils placed under the care of one head master?

2. What shall be the maximum number of pupils placed under the instruction of one teacher?

Or, in other words, What shall be considered the standard, in these respects, of a perfectly organized Grammar School? Temporary exceptions there must be, of course.

In regard to the first question no rule exists, and, so far as I know, it has never been definitely settled by the Board.

It may be said that the second question is already determined by the rule of the Board, which requires sixty pupils to a teacher. My reply is that the raising of the number from fifty-five to sixty was an experiment; that it has been tried, and that its results are

not satisfactory. But this is not all : I submit that the rule referred to does not, practically, and never will, determine the number of pupils which will be placed under a teacher. There is a higher law which governs in this matter, and that is the actual number of *seats in a room*. Until this matter of seating the school-rooms is taken in hand by this Board, the present rule, or any that may be adopted as to the maximum number to a teacher, is a dead letter.

From 1847 to 1853, the rule made fifty-five the maximum number to a teacher. During that period, fifty-six seats were considered a complement for a school-room, although no rule was adopted by the Board, determining the number. I cannot but regard the departure from that standard as a retrograde step. Many of our school-rooms now have from *sixty-four* to *seventy* seats, filled with pupils. If this policy is sustained, then we must content ourselves with a lower grade of education than we formerly enjoyed. It is a great mistake to suppose that it makes no difference how many pupils a teacher has, provided they are well classified. Though you teach pupils in classes, there can be no good teaching only as you individualize, and come in contact with each mind.

As the number under a teacher depends mainly upon the number of seats in the room, so the number under one principal will depend mainly upon the number of rooms in the building. A school-house containing twelve school-rooms, each seating fifty pupils, and a hall large enough for assembling all the pupils, is as large as ought to be built, for one school, of one grade. This was the plan of the Hancock, Quincy, and Bigelow school-houses, though fifty-six seats were placed in a room. Since these were built, six have been erected with fourteenth school-rooms in each. I have no idea of recommending any change in these buildings, but I would suggest that in future the size should be smaller rather than larger.

Other important considerations respecting this subject must be omitted for want of time, but I could not reconcile it with my sense of duty to say less. I speak for the children, who cannot speak for themselves, and therefore I speak with the more earnestness.

NORMAL SCHOOLS.

THE Twenty-second Annual Report of the Secretary of the Board of Education contains a new and very valuable feature, consisting of letters written in answer to a circular of the Secretary addressed to the school committees, asking for information concerning the success of Normal graduates in the different towns. "Answers were received from two hundred and two towns. Of these sixty-eight had never employed graduates of Normal Schools, and several others had employed a single graduate only, for a brief period of time. Most of the committees in these towns naturally declined to express an opinion upon the system. Of the committees of the remaining towns, eleven are decidedly opposed to the schools, while one hundred and six express themselves favorable."

This collection of opinions is most valuable, of course, to those who have the management of these schools, as they become to such, encouragement and warning. It is thought that a brief abstract of these statements, together with remarks on some of them from one who is well acquainted with at least one of the Normal Schools, will not be unacceptable to the readers of the "*Teacher*."

For information with regard to the schools, at present four in number, we refer our readers to the report of the Board of Education, and the special reports of the Boards of Visitors of the several schools; and passing to the opinions of the different committees, we remark, first, that there seems to be in some minds a strong feeling of dissatisfaction with the system of Normal Schools. In one town, only two graduates have ever been employed. One of these is spoken of as in every way superior. The committee say, "The expense incurred by the Commonwealth is very unequal in its bearing and effect. No direct or indirect benefit at all commensurate with the outlay is received, therefore, by this community, who are, nevertheless, called upon to pay their proportion towards supporting it." They would prefer, in consequence, to see the whole system abolished. It might be asked whose fault it is that this town has received no direct benefit from the Normal School system? Is not this the same complaint as that of the rich men in many of our towns, who send their children away to ex-

pensive private schools, and complain that they are taxed to support the schools of the town in which they live? Another town has employed two graduates only. The committee say, "The Normal School system appears to us an expensive one, nor, judging from its results, have we been able to perceive that it has any marked advantage over that pursued in other institutions." The Normal School does not claim to be better than any other institution, but only a special aid to those who desire to enter a special profession. It cannot, as such, do the work of a High School, nor can a High School, as such, do the work of a Normal School. This distinction is often carelessly overlooked, and will apply to the objection of another committee, who say that the Normal School does not appear to them a necessary part of the school system. They think the university and college should furnish teachers for the Academy and High School, and the High School teachers for the common and primary schools. "When our High Schools become what some are, and what all should be, there will be no place for the Normal School." This committee evidently have no idea of what a *Normal School* should be, or of what those interested are striving to make it. Still another committee express the opinion that the Normal Schools "do not belong to the general system of education." Certainly they do *not* belong to the general system of education. That system aims to educate men and women; the Normal School proposes to train these men and women, when thus educated, for the special work of a class of men and women. But we will leave this topic. We admit that "the time required to complete the course, one year and a half, is too short." All acquainted with the needs of those who attend the Normal Schools, see that it is too short. It is longer, however, than it was five years ago; we hope that it may be made still longer. Yet the fact that many of the pupils pay their own way out of their previous savings, from the scanty allowance of teachers, and that many go through on borrowed capital which they intend to refund, should be considered.

No Normal School works up to its theory any more than does any other school where the aim is high. The standard of admission, as is said by one of the committees, is too low. "The attainments of a first class graduate of a proper High School are not any

too high for the applicant to be required to make before entering a Normal School." This is unquestionably true; and if only such applicants were admitted, the succeeding work could at once take on more of the professional character which the founders of the system intended. But the pupils come now so lamentably deficient in a thorough knowledge of the elements, that they must, in many cases, unlearn, before they can commence to learn. Even those who come from High Schools, though quick and ready in recitation, show that they have never been taught to think for themselves; and there is far more to be done to qualify these for thorough teachers than for those who are more mature and thoughtful, although they may have had only the advantages of the District School. When first one acknowledges that he has found out that he "does not know anything" half the work is done. It takes a long time often for High School scholars, young as they generally are, to realize that they have not explored science to its depths, that "the whole ocean of truth lies undiscovered before them."

This brings us to another point spoken of, which is that "the graduates are, in many cases, too young to undertake the responsible work of teaching." This, too, we would fully admit. The regulations say: "The applicant must be, at least, sixteen." We appeal to all teachers of Normal Schools to say if this is not too young, except in very rare cases, for any one to appreciate the work to be done. It is true the *average* age is always above this — in all the schools from eighteen to nineteen; but the training is lost on those who are too immature to grasp it, and their effect on the school is not good. There is no gain or benefit anywhere. It is the same as with colleges. Most females at sixteen, most males at eighteen, are but girls and boys, and the Normal Schools, as has been said, propose, in theory at least, to help men and women.

I cite on another subject the remark of another letter. "Unless there is a certain amount of fitness and natural adaptation for teaching, a proper amount of talent and executive ability, together with energy and good judgment, or, in a word, common sense, those persons undertaking to fill the office of teachers will fail, whether graduates of Normal Schools or otherwise." It is peculiarly the duty of the teachers at these schools carefully to study every

pupil under their influence, to know the peculiarities of each, kindly and firmly to endeavor to correct tendencies which might prevent success in teaching, and decidedly and intelligently to advise all who, after some time of trial, have no appreciation of the work, or who, from any cause, will not probably succeed, to withdraw from the school. This is a difficult thing to do, and requires peculiar tact and long acquaintance with character. This point is mentioned by many committees who have seen the failure of Normal graduates. Too much importance cannot be attached to it. It is surely far more easy for the scholar to learn the fact of incompetency in this way than by an absolute failure in teaching. The testimony on this point from the committees is overwhelmingly strong. One says, "We can see no valid objection to the discontinuing of those under-graduates who fail in application, or in acquisition, *or in the manifestation of the self-sacrificing spirit and temper so essential to the teacher*, or in any other preliminary qualification, moral, intellectual, or physical. These are State Institutions, and at the cost of the State, and why should the State pay a premium to the incompetent and send them forth upon a field of labor and upon a mission requiring the best talent which the State possesses?" Another says, of two who failed signally, "It seems to me that the want of energy displayed by these females should have been sufficiently apparent to the principal of the Normal School before the close of the first term to have induced him to discourage them from preparing to teach." Another, "The schools try to prepare persons for teachers whom God never meant should be so employed." The excellent letter from Berlin says, after some remarks which we have not space to copy: "Every Normal School should be a true mirror, revealing to every pupil his fitness or defects as a teacher." The same statements are found in the letter from Westminster, and generally in all where it is apparent the committee were acquainted with the subject. It is not necessary that a Normal School should be a school of three hundred, or one hundred, or twenty pupils, but it *is* necessary that it should be a school of faithful, conscientious, able men and women, in the highest sense of the terms. In many cases pupils who ought to be dismissed are retained in the schools, and the consequence is that those who ought never to teach at all go out

recommended by the diploma of a Normal School, and, by their failure speak volumes against the schools ; and do they not speak truth ? The Normal School calls for the highest grade of teaching and the highest power of discerning talent on the part of its teachers. Its principal should be a man possessing a careful and extended culture, thorough practical knowledge of the entire system of education, careful judgment, a fixed and well-matured plan, great administrative talent, and an enthusiastic love for the work. Such men are rare ; but to such, the Normal Schools offer a post of influence not often found. He who holds it, controls in a great degree the success, the highest success of many schools. His assistants should, of course, be in harmony with him.

One letter suggests that if the Normal Schools are to furnish teachers for the High Schools, they should teach Latin and Greek. In the first place they are not designed to furnish teachers for High, but for the "Common Schools." Preparing teachers for High Schools is not a regular part of the work ; and any one who is acquainted with the actual amount of work now performed in the Normal Schools will not suggest the addition of any new branches of study. In opposition, another remarks that "too much is attempted at the Normal Schools." If any one will take the trouble to spend one day at one of them, carefully observing, he will be convinced, when he sees the almost endless number of objects to be aimed at and kept in view, and the great wants of the pupils, that it is by no means an easy matter to decide what should be and what should not be attempted. We do not claim that the Normal Schools are what they ought to be, but we do claim that it is more difficult to know just what to do, and how to do it, in them than in any other schools in the world.

The schools cannot be made more "professional" than they are now till their standard is elevated. One asks if the Normal School would not serve a higher purpose than it now does, if it required its candidates to devote the time now spent in learning the elements of a science in learning to teach that science ? Undoubtedly ; but one must understand the elements before he can learn how to teach them. Another complains that there is a want of culture in the graduates. But all this complaint, and just complaint it is, in too many cases, arises from the before-mentioned mistake in admitting

those who are not sufficiently qualified, and in not pruning the schools of all unprofitable members. Till this fatal mistake is corrected the Normal Schools will not completely attain their object.

The question of Model Schools is still an open one. The system is not on trial, we believe, in any school. This is not the time to discuss its merits, but it needs careful consideration on the part of those who have the management of the Normal Schools.

It is thought by many that there is with Normal graduates a special danger of "self-sufficiency," of acting as if no way but their own was right, of not being willing to yield to the propositions of committees. We do know that some at least of the graduates go forward timidly, and not in self-sufficiency, to their work; the more so because they feel that they have to sustain the reputation of the school as well as their own. To such, the very fact that they are Normal graduates, is additional anxiety and care. To all it should be so; to all it is not, because of the reason so often mentioned before. "True worth is ever modest; and while this professional training may very properly give them confidence in themselves, it should not be arrogance." Says one of the letters: — "We are not sure that to the truest teachers it does give confidence in themselves: only success in actual teaching can do that."

One complains that the graduates resist the advice of committees. In answer to this we quote from another letter which says, "The teachers from the Normal Schools have been distinguished by needing less advice *and being more willing to take it* from the superintending committee." We present an actual case: A Normal graduate, believing that children must understand what they learn, that the most dull must receive the most help, caring more to teach ideas than words, is teaching in a town where the committee demand that all scholars must go over a certain number of pages in a certain time, must learn every lesson, word for word, from the text-book, and that if a pupil cannot comprehend as readily as the rest of the class, he must be left to drop into another class, the teacher not spending any time in helping him. What shall this teacher do,—fall into the ways of the committee, or lay herself open to the charge of "resisting with unnecessary pertinacity?"

Different branches of study can be pursued at the Normal Schools with more or less success. They can teach ways of solving Arithmetical problems, can teach Geography and Grammar; how shall they teach the art of Government? This is the great question. Obviously by indirect means alone; primarily by teaching the pupils to govern themselves. Is not this the only way? Some have a peculiar power of governing; others are lacking in this power. There must always be a difference in teachers in this respect. Moreover, rules which will apply to one difficulty in one school, will not apply to another difficulty in another school. "Circumstances alter cases." The Normal School should, as far as possible, develop the judgment, and lead pupils to think for themselves consistently and reasonably, this being the only way in which it can aid them in respect to government, except by general rules and principles of conduct and purpose. And here it is that the school demands the highest power of its teacher. Some studies must be pursued with special reference to training the reflective powers and developing judgment; and there are ways and influences innumerable by which a wise and devoted teacher may cultivate, strengthen, and discipline these mental powers. This object should never be lost sight of in any recitation or exercise. A principal of a Normal School who does this, makes enthusiastic, earnest, and able teachers of his pupils. We say principal, because he, and he alone, determines by inward character and outward precept the spirit and character of any school.

Have any statistics ever been prepared showing the per cent. of failures, in government, in any given number of teachers who were *not* graduates of Normal Schools, as compared with that of those who were? It is not fair to judge of the tendency to fail in this respect among Normal graduates till this has been done. The impression seems to be, from reading the letters, that there is a general defect in government in Normal graduates. Still, omitting the consideration of those letters which do not speak very decidedly of either poor or superior powers of ruling, we find, of forty-one which do speak decidedly, twenty-one state that the discipline in schools kept by these graduates was plainly superior, while twenty speak of a marked inferiority in this respect.

One complains that the graduates make *teaching* their first objec

and therefore fail in government. If this is true it shows a decided defect in the Normal School. Proper training there would remedy this.

With all the fault-finding, the Normal graduates have some hearty words of approval which are worth having; such as:—
“They are remarkable for the thoroughness of their teaching; for the amount of labor they bestow on the teaching of elementary principles.” “They care less for the praise of the parents than for the advancement of pupils.” While such praise cannot be bestowed on all, it will be encouraging to those teachers who are laboring in Normal Schools to know that it is particularly awarded to some.

The Normal Schools are not what they should be. Their aim is high; higher than all understand it to be; and they have not yet worked up to it. They need a higher standard, more careful separation of the chaff from the wheat, a longer time for preparation. They need the support of an intelligent public opinion that would rather have only thirty pupils in a school, and those well prepared, earnest, capable, thoughtful, than seventy or one hundred, half prepared and immature. There is a great deal of ignorance with regard to these schools in the State. Much of the complaint comes from those who, not knowing really anything about them, are entirely ignorant of the many difficulties to be met by those who have them in charge, and who forget that it is easier to see mistakes than to see the way of rectifying or preventing them. The teachers desire to make the schools what they should be. They are ready to consider objections and suggestions; but, with as much reason as the machinist would demand from one who was to criticise his work, some knowledge of the principles of the machinery, they naturally claim that those objections and suggestions shall be intelligent; that they shall come from those who are acquainted with their purposes and difficulties, and with the schools as they are.

A. E.

STRIVE more to be than to possess. A moment may deprive you of your possessions, but all eternity cannot take from you what you are.

BE always doing, but do only what needs to be done.

THE FREE SCHOOLS OF CHARLESTON, S. C.

IN the year 1811, it was enacted that, in each election district of the State of South Carolina, there should be established a number of free schools equal to the number of members which such district was entitled to send to the House of Representatives in the State Legislature. In each of these schools were to be taught the primary elements of learning — reading, writing, and arithmetic — and such other branches of education as the commissioners appointed by the act might from time to time direct. To them every citizen of the State was entitled to send his children for gratuitous education, *preference being given, however, to the children of indigent and necessitous persons*, when more children should apply for admission than the schools could accommodate. For the expenses a sum of \$300 (increased to \$600 in 1852) per annum was appropriated from the treasury of the State. Boards of commissioners, not less than three, nor more than thirteen in any one district, were appointed by the Legislature, to continue in office three years, and supervise the schools. These commissioners were invested with power to determine the location of the schools, appoint and remove masters, “arrange the system of instruction until some general system should be organized, decide on the admission of scholars, and the preference to be given in all cases of doubt or difficulty, and to superintend generally the management of schools in their several districts.” They also had power to fill any vacancy occurring in their own number, and were obliged to make an annual return to the Legislature of the number of months which each school had been open for the reception of scholars, the number of scholars in attendance, and the amounts of money drawn from the State Treasury for expenses of the schools.

This is the substance of the first general law, making provision for the education of the children of South Carolina. Under it, the Commissioners of Free Schools for the parishes of St. Philip and St. Michael, (comprising the city of Charleston,) organized five schools and supplied them with masters. These masters were paid \$900 per annum for their services, they furnishing the school room in such part of the city as was directed by the Commissioners.

They were elected from numerous applicants for the places, and, as appears from the records, without examination. Not until 1828 did the law require a certificate of qualification as a condition of election as schoolmaster, and then it was to be "from three respectable persons in the vicinity" of the school, and to assert that the candidate was "competent to teach reading, writing, and arithmetic." In 1835, however, the law provided that the candidates should be personally examined by the Commissioners.

These schools were from time to time increased in number as necessity demanded. The number of pupils in 1812 enrolled on the registers of the schools was 260. In 1818, it had risen only to about 300; in 1825, to 320; in 1829, to 467; in 1834, to 525. The average attendance was generally not more than 70 per cent. of the whole number on the register, and often not 60 per cent., notwithstanding the very small number of pupils registered in proportion to the population.

This system has been a complete failure. It has produced no results commensurate with its cost; no results at which the friends of education in a State like this could point with satisfaction. The number of children attempted to be educated in these schools, has been small in proportion to the population; and why? simply, because the schools have, as a general rule, been without system, without respectable teachers, without a uniformity of books, and, in general, without most of the requisites of good common schools. The qualifications of the teachers have been low because the pay has been low; because only ill educated people could afford to take the places; and because, to be the teacher of pauper children, exclusively, is never a desirable office, except to a missionary, and rarely an honorable one. The preference given to the children of "indigent and necessitous persons," acted as a practical bar to those of more easy condition; or if it brought in the children of those in the middle classes to some extent, it was done by an acknowledgement that the parents were unable to educate their own children at their own expense. The degradation attached to the petition for charity prevented any but the poorest classes, or those whose avarice overcame their pride, from desiring a participation in the advantages of the system. This was peculiarly the case in this city, where the accommodations were too narrow, even for the

classes, who, by the statute, had a preference in the schools. The schools, then, became *pauper* schools, in spite of the intention of the Legislature evident in the act creating them. The personal interest of the middling and higher classes in the schools, which is a necessary consequence of their being paid for by those who enjoy their benefits, and which is the most powerful support any school system can have; and, indeed, the only support adequate to the existence of a system of common schools, was entirely wanting, and in its place was found only that slight sense of obligation which impels the multitude to do acts of charity. The State made its appropriations, and thus exhibited its sense of duty toward its poorer citizens. But there was no heart in the work of superintending the schools in such a manner as would render them fit nurseries of a free people. It was by many regarded as questionable whether it was the duty of the State to appropriate its money to educate the children of those whose improvidence, intemperance, or laziness had brought upon them the penury which prevented their doing it themselves. Still the appropriations were annually continued, though voted for by many simply as a charity.

In the city of Charleston, however, it is believed that public opinion now sanctions the principle that the State *owes* an education to those who are to be its citizens and the mothers of its citizens. At any rate, the idea is beginning to be practically carried out. The claim of pauperism is not necessary to admit pupils to her schools.

The old school-houses in the city were built to accommodate from one hundred to one hundred and twenty-five pupils each. In 1855-6, the Commissioners of Free Schools, awakening from the apathy which had distinguished their movements for a generation, built a large school-house, capable of accommodating eight hundred pupils, and costing about \$25,000. In this house they introduced what is known as the New York system. On the first story a Primary Department of boys and girls, on the second, a female Grammar Department, and on the third, a male Grammar Department, — each Department being superintended by an accomplished teacher, well acquainted with the system, and having had large and successful experience in New York. They are assisted by fourteen other teachers selected from the city of Charleston; and

the school has, in spite of the opposition of all sorts of people, won its way into public favor so that there are always hundreds of applicants who cannot be admitted for want of accommodation. There are a great many private schools in Charleston. Some very good, some very poor ones. In that spirit which may be expected more or less to pervade selfish human nature, the friends of these schools were opponents of any good system of Common Schools. The very strong conservatism, which is characteristic of the people of Charleston, resisted in every possible way the innovation. All the arguments which narrow policy, sordid selfishness, or stupid ignorance could suggest, with many more suggested by honest doubts of the probable success of the system, were brought to bear against the school which was to be the pioneer of the system. The prejudice against northern teachers was played upon. State pride invoked against bringing from the North those who were to educate the youth of the South; in short, every means was attempted by the enemies of the change to throw obloquy upon the new school, its teachers, and the Commissioners who, with a single eye to the good of the city, persevered in their strait-forward course. But the people sent their children there. The examinations were in the highest degree creditable to the school, and almost a complete revolution in public sentiment attests the wisdom of the Commissioners who were hardy enough to defy popular clamor, the venom of demagogues, and the interests of the selfish.

This experiment succeeded so well that the Board of Commissioners, in 1858, concluded to erect another similar building for similar purposes. They have accordingly done this; and in May of this year this school went into operation with six hundred pupils. The cost of this school-house, which is a very elegant, substantial, and commodious structure, is about \$30,000. It is situated on Friend street. The other, or one first built, is on St. Philip's street. The Commissioners have it in contemplation to build two school-houses of the same style in other parts of the city, which with those now in use, will, it is thought, afford accommodations for all the pupils in the city desiring common-school education. One of these will probably be completed within a year from this time.

During some portion of the time since the organization of the St. Philip's-street Public School, a sort of Normal School has been held on Saturday of each week, at which the Principal of the Public School, Mr. J. D. Giddings, has presided, and, assisted by others, given instruction in the arts of teaching to the teachers of subordinate classes. This has been very useful in qualifying teachers better to discharge their duties.

In addition to the above-mentioned schools, a High School for girls, with a Normal Department for the instruction of those intending to become teachers, has recently been established. The State contributed \$10,000 toward the erection of the building, and the balance, (about \$15,000,) has been contributed by generous and public-spirited individuals in the city of Charleston. And it is not an insignificant fact that some of the most generous contributors to this object are those who were most bitter and uncompromising opponents of the new system until convinced, by its actual results, of its excellence. The State has also guarantied \$5,000 per year toward the expenses of this school for five years, thus ensuring its support long enough to give the school a fair trial. The city appropriates an equal amount; so that there is no want of funds to make the school what it should be. The building, which is situated on St. Philip's street, is large enough to accommodate three hundred pupils, or more, with every facility for education which the best schools offer. Its furniture, as also that of the new school in Friend street, is of the best kind manufactured by Mr. J. L. Ross, which is equivalent to saying that it is as good as can be made. The appurtenances, grounds, and situation, are in every respect well suited to its purpose.

The school went into operation in May of this year, and at present contains fifty-four pupils; an accession of from forty to fifty will be received in a few days from the graduating class of the Public School in St. Philip's street.

The State has a right to send ninety pupils to this school, in consideration of their contribution towards its funds. It is hoped through this institution to educate teachers for the city and country, and make its influence felt from one end of the State to the other.

This is an imperfect sketch of the schools of Charleston, under the direction of the Commissioners of Free Schools of that city.

There is also a High School for boys, of good repute, but not under their charge and not free.

The stride which the interests of education have taken under the direction of the present Board of Commissioners, since 1855, we believe is without parallel in this country. They have gathered into first-rate schools fourteen hundred children who before either attended none, or were worse off by belonging to one of the pauper schools, or whose education was paid for at very high rates in indifferent private schools. They have erected there school-houses at a cost of \$80,000 which would do credit to any city in the Union for exterior or interior beauty, for completeness of equipment, for convenience of arrangement, and general adaptation to their objects. And they have done this in opposition to popular prejudice, with funds taken from the ordinary revenue for the schools, (if we except the Normal School,) and not from special appropriations. They have devoted their personal attendance to the work of carrying on the schools and building the houses, day after day, month after month, at the expense of their private interests, and without so much as the thanks of many of those in whose behalf they have labored. This is the more creditable because they are men who are amply able to educate their children at the best private schools. They seem to have entered upon the work of regeneration of the school system with the sole purpose of doing good; and they have devoted an amount of energy, time, and patience to it which amazes us by the rarity with which such faithfulness and zeal distinguish public officers, and by the effects which they have produced both on the schools and the public.

Where all have been worthy it is, perhaps, invidious to particularize; but justice to the cause of truth demands special mention of some gentlemen of the Board who have devoted themselves most thoroughly and heartily to this great work. Prominent among the advocates and promoters of this new system stand Hon. C. G. Memminger, Hon. A. G. Magrath, and W. Jefferson Bennett, Esq. The former is Chairman of the present Board of Commissioners. He has lent all the influence which his high character and social position have won for him to the cause. He has engaged legislative action in its favor by persistent personal effort as a member of the House of Representatives, commanding the

respect of that body alike by his long and honorable legislative career and the soundness of the arguments he has brought before them. He has given the new schools the benefit of daily advice and counsel from the first day of their organization. Hon. A. G. Magrath, Judge of the United States District Court for the District of South Carolina, has been as unwearied in attending to their interests. To W. Jefferson Bennett, Esq., however, in a remarkable degree, must the establishment of these schools in Charleston be attributed. He gave a long time and much study to the Public School System of the city of New York as early as 1854, and, being one of the Board of Commissioners of the Orphan House in Charleston, was desirous of introducing that system into the school of that Institution. By his influence, after much opposition, he succeeded in inducing the Board to engage the services of Miss Agnes K. Irving, an accomplished teacher from the Orphan Asylum on Randall's Island, New York, at first as assistant, and afterwards as Principal of the Orphan House School. She soon reduced the chaotic elements of this school, which had hitherto bidden defiance to the rules of order of any kind, to entire and complete subjection to good moral and intellectual discipline. So thorough and marked was her success in this work that Mr. Bennett determined to devote himself to a similar reform in the Free Schools of the city. Being placed upon the Board of Commissioners of Free Schools with such men as Colonel Memminger and Judge Magrath and others equally zealous, the work begun. The progress has been above described. From the start to the present time there has been no faltering; these gentlemen have given hours to the cause every day in the week. No possible private interest could have secured their more faithful care and attention. Should the experiment now making of a thorough reformation of the school system of Charleston, and which it is hoped to extend to the whole State, fail, it will not be because these gentlemen have failed in any part of their duty. Their names will be held in honor among the true friends of the cause of education throughout the country, whatever the event of the present movement. Let us hope, however, that the present serene sky may not be darkened by future clouds.

TRUTH.

FROM "IGDRASIL," BY JAMES CHALLEN.

Not all of truth do we yet believe,
 Nor all that is final the wisest receive;
 Its massive shadows now hide from our sight
 Much that is found in the realms of light.

Glints of sunshine fall on our way;
 Wandering beams on our footsteps play
 Like those which fall on an April day;
 But the summer will come, and a brighter sky
 Will dawn on our pathway and shine on high.

O heart, by the tempests strangely driven
 On the headlands of doubt, so rudely riven;
 Yet know that the treasures, in depths that lie
 In the caverns below, will be swept on high,
 And soon will appear to thy anxious eye.

No types, howe'er perfect, have ever expressed
 All the light and resplendence which gleam from the breast
 Of the vestment which Truth, in her jewelled shrine,
 Has placed on the heart by a hand divine.

No dogmas of prelates or priests, can bind
 The thoughts which leap forth from the unfettered mind;
 For the truth will be seen, as a beacon on high,
 Through the rack of the storm-cloud which darkens the sky.

Steady shining, though hidden at times by the shade,
 It seems like an angel our fancy has made;
 Rounding out in its beauty, at length 't will appear,
 When from mists and from tempests the sky shall be clear,
 And in brightness shall walk o'er the pavement of blue,
 To shed on our pathway its radiant hue.

How hateful is that religion which says: "Business is business, and politics are politics, and religion is religion!" Religion is using everything for God; but many men dictate business to the devil, and politics to the devil, and shove religion into the cracks and crevices of time, and make it the hypocritical out-crawling of their leisure and laziness. — *Henry Ward Beecher.*

Mathematical.

FROM the lack of contributions of class-work to this department, we fear our plan is not approved, or else is misunderstood. We believe that the most important part of teaching is the class-work, after the pupil has made proper efforts to master the principles as given in the text-book. Every able teacher must have his own method—*several different* methods—for every case, and must give them a freshness, a vitality all his own, on every new occasion of presenting the same principle. To suppose that one would teach the same mathematical principle, by exactly the same questions, in exactly the same words, always, or even on two occasions, is, in our opinion, to believe him deficient in any real ability, to teach at all; as the success of the teacher depends upon his class-work, and as that can not be seen so well by a visit to the schoolroom, or understood so well by being told in theory, we thought the best way to learn better methods, and to improve our own, was to insert in every number the actual work that was done in the class of any one who would write it down and send it to the *Teacher* for the benefit of all. We believe this more useful than difficult problems and their solutions, which can be found in great abundance everywhere. If our plan finds favor, we hope it will be manifested by contributions of class-work from every quarter; if not, then we shall willingly give place to other matter.

E. H.

No. 8.—A father wishes to divide \$900 among his six children, in such a way that their shares shall be in arithmetical progression, and the sum of any number of them, taken in order, beginning with the 1st, may be a square number.

South Egremont, Mass.

N. COLEMAN.

No. 9.—Required to find the length of the longest board, 1 foot wide, that can be put into a room a feet long, b feet wide, and c feet high,—the thickness of the board not to be considered.

Montgomery Co., Pa.

NELSON HAAS.

4 Acres pasture 40 sheep 4 weeks. } Let the quantity of grass which 1
8 A. " 56 " 10 " } sheep eats in 1 week be a unit; say, for
20 A. " how many " 50 " } convenience, 1 cwt. Then 40 sheep in
4 weeks eat 160 cwt., and 56 sheep in 10 weeks eat 560 cwt.

Let x cwt. = the quantity of grass originally on 1 A.

" y " = the growth on 1 A. in 1 week.

Then $16y =$ " " " 4 " " 4 "

And $80y =$ " " " 8 " " 10 "

By 1st condition, $4x + 16y = 160$

" 2d " $8x + 80y = 560$

Eliminating $x = 20$

$y = 5$

Then 20 Acres originally bear 400 cwt.

Growth on " " in 50 weeks = 5,000 "

Making in all 5,400 cwt. to be eaten in 50 weeks,
 $5,400 \div 50 = 108$ cwt. to be eaten in 1 week, which will, of course, require,
according to the supposition, 108 sheep.

Wheeling, Va.

S. G. S.

Resident Editor's Department.

TEACHERS' MEETINGS.

THE WORCESTER COUNTY TEACHERS' ASSOCIATION held its semi-annual meeting at the Town Hall, at Brookfield, on May 20th and 21st. Copious showers of rain descended in quick succession during both days, and prevented most of the lady teachers and also many gentlemen from attending. The meeting was opened on Friday, at 2 o'clock, P. M., by prayer. After the reports of the Secretary and Treasurer had been read and accepted, Gov. Boutwell delivered an address to a small assembly of about forty, in which he alluded to educational meetings which have been held during the past winter in Worcester and Fitchburg, and were attended by teachers and parents. He spoke of various methods in teaching the common branches, and of the laws relating to public schools, which were passed by the last Legislature.

The meeting in the evening was animated and interesting. Many citizens from the town were present, and the hall was nearly filled. The claims of the "*Massachusetts Teacher*" were presented, and the statement made that there were in Worcester County nineteen towns with not a single subscriber; and twenty-four towns where not more than three copies were taken. Seven new subscribers were obtained. Prof. Harkness, of Brown University, delivered an able and eloquent lecture on "The Conditions of Success in Life." He related, in the first part, to the great progress which had been made during this century, and to the many occupations open for a choice. The second part contained the principles which should guide us in choosing. We must love our work, and our decision ought not to be influenced by the supposed respectability of a profession. The third part related to the means by which our aim might be obtained: youthful strength, a high ideal, ardent enthusiasm, which is inexplicable to the uninitiated, industry, which never tires, and patient research and labor. The lecturer closed with some touching remarks in memory of Wm. H. Prescott and Alexander Von Humboldt. The President of the Association, Prof. Wm. Russell, and Mr. Russell of Fitchburg, closed the exercises for the evening, with the declamation of some well-selected pieces. On Saturday forenoon, the audience listened to a lecture on Forest Trees, delivered by Geo. B. Emerson, Esq.; after which a few remarks were made on the best methods of teaching. Having passed the customary resolutions, the meeting was closed.

THE HAMPDEN COUNTY TEACHERS' ASSOCIATION held its last meeting at Holyoke, on Friday and Saturday, May 27th and 28th. The weather was delightful; but the attendance was small. Including a delegation of forty young men and four ladies from the Normal School in Westfield, there were less than one hundred teachers present. The *Springfield Republican* says: "The small number of teachers

present from Springfield, was supposed to be owing to a misunderstanding, (it surely would not be polite to say ignorance,) by reason of which many of them, probably, found themselves too late for the cars, but just in time for the depot." The meeting was opened in the afternoon by prayer; and, after the transaction of some miscellaneous business, Rev. Dr. Todd, of Pittsfield, delivered an address on "Self-improvement," which must have made a deep impression upon every one who listened to it. We cannot refrain from giving a few sentences: "Mind is the only real power in the world, and mental and spiritual progress our highest attainment. We all fall short of what we should be; we look forward with smiles, but backward with sighs. Old age does not deprive man of capacity for improvement; it only makes progress hard work. Manhood, with lost years behind, has to depend on disconnected instruction, experience, conversation, newspapers and books. Our American youth is fickle-minded. Not one in ten seizes the offered opportunity, and not one in ten who have seized it will stick to it. The real blessing of college life is not to be found in the amount of knowledge obtained, but in the gained discipline of mind. The smallest amount of knowledge may become exceedingly valuable, when well planted and patiently watered. Life consists of single minutes, and character is but the sum of many mental decisions. A quarter of an hour lost every day will amount to the loss of seven working-days in a year. A single faculty of the mind, left undeveloped, causes necessarily a deficiency or deformity of the soul, which will be deplored when it is too late."

In the evening, Gov. Boutwell gave an interesting address in exposition and defence of the reforms introduced into our system of education by the legislature of the present year, which has been fully reported by the *Springfield Republican* and the *Boston Journal*. The time during the forenoon session on Saturday was taken up by the reading of several articles written by female members of the convention, and by a lecture of J. W. Dickinson, Esq., of Westfield, on the subject, "What must we know and do in life in order to obtain success?" We intend to lay before our readers, in one of our next numbers, a short extract of this production, prepared by the lecturer himself.

Among the resolutions which were passed at the close of the session, were the following:

"Resolved — That it is due to the "*Massachusetts Teacher*," that one hundred new subscriptions be added to the subscription list, from Hampden County, for the present year, by the teachers of this county.

"Resolved — That every teacher of this county should feel a personal responsibility in the success of the "*Massachusetts Teacher*," and manifest his or her interest by efficient action in its behalf."

THE NORFOLK COUNTY TEACHERS' ASSOCIATION met at Foxboro', on June 10th and 11th. As the usual reduction of Railroad fare had not been granted for this meeting, many teachers went by private conveyance. The neatness of the place, the new and spacious Town Hall where the teachers met, the fine weather, and the large attendance of teachers and guests, made this meeting more than usually interesting and spirited. There were three lectures given. Rev. S. G. Bulfinch of Dorchester, gave an inspiring picture of a *true High School*, in which many of the present short-comings were pointed out, and improvements which have

been made, were acknowledged. Rev. J. H. Means of Dorchester, lectured on the *spirit of enthusiasm*, which is needed by the teacher to make him happy, to carry him through the obstacles he must encounter, and to secure him the sympathy of his scholars. In order to reach this desirable end, the teacher should be a live member of Teachers' Associations, a student with a student's ardor, he should appreciate the inherent dignity of his vocation, and should cultivate a personal interest in the scholars. A touching tribute of affection to the memory of Dr. Arnold of Rugby closed this lecture. Mr. John Kneeland of Roxbury, had chosen for his subject, "*The duty of the teacher to strive for the highest success.*" He said that a high salary, an honorable position or popularity are good things if they are got honestly; but, if striven for at any price and made a final end, are undesirable. Referring to the manufacturers of cheap jewelry in this place, he closed with an earnest and touching appeal to all his fellow teachers to develop and awaken the deeply hidden or slumbering gems in their scholars, and avoid all mere appearance and sham.

The question, "*What number of hours ought the Primary Schools to be kept in session?*" was discussed. Charles Anson of Dorchester took the ground that more than 3 or 4 hours of intellectual instruction a day was too much for beginners, and that the rest of the present time, if spent in school, should be given to moral instruction and bodily exercises. Mr. Hagar of Jamaica Plain was in favor of six and even eight hours for daily school sessions, because in large manufacturing places and cities, a great proportion of parents and foreign servants are less able than teachers to educate children. He desired more systematic physical exercise for scholars, a nobler and higher view of education, and an increased compensation for increased labor. At present, many a poor teacher is thought good enough for the Primary School, and this class of schools is frequently found in the smallest house on the smallest corner of a street. Rev. J. Quint of Jamaica Plain, formerly agent of the Board of Education, said that children should not go to school till they are seven years old, and even then they might want an hour of sleep between the lessons. The great trouble is to unite physical training with good manners and school education. A boy cannot grow strong on the carpet; and when he has been building mud houses, cannot appear very clean at the dinner table. The education of children rests now mostly on mothers, and when they begin to feel tired and become fretful, children are apt to get angry. Children want a mother's kindness as much as a father's firmness, they require bodily and mental nourishment, seasons of exertion and seasons of rest. The question: "*How far should scholars be required to join in the religious exercises of the school?*" was very ably discussed by Mr. Increase S. Smith of Dorchester, and Rev. J. Quint of Jamaica Plain. The first speaker took the legal ground, while the second showed that the letter of the law could not fully be carried out practically. The motion of Mr. Deweng, Jr. of Quincy, to hold these meetings on Thursday and Friday, or on Monday and Tuesday, instead of on Friday and Saturday, was almost unanimously voted down after a short debate. We were sorry to see the mover of this question leave the meeting as soon as he found himself in the minority. Delegates were chosen to attend the next meetings of the Middlesex and Plymouth County Teachers' Associations. Officers were chosen for another year, the exer-

cises of the meetings were enlivened by singing some popular songs, and mutual conversation was favored by several short recesses and half an hour's time set apart for that especial purpose.

NATIONAL TEACHERS' ASSOCIATION.

THE Second Annual Meeting of the National Teachers' Association will be held in Washington, D. C., on Wednesday, August 10th, commencing at 9 o'clock, A. M.

At this meeting, Lectures are expected as follows :

Introductory address by the President, Andrew J. Rickoff of Cincinnati, Ohio.

Lecture by Elbridge Smith of Connecticut.

Lecture by J. N. McJilton of Maryland.

Lecture by James Love of Missouri.

Lecture by ——— of the South-West.

Several essays and reports are expected from gentlemen representing different sections of the Country.

The order of exercises will be announced at the meeting. Measures have been taken to make this the largest, most interesting, and influential educational meeting that has ever been held in the country. A large number of the most distinguished educators, representing every department of instruction, are expected to be present and participate in the deliberations of the meeting.

It is proposed, in order to the fullest discussion of such subjects as may be presented for consideration, that the Association divide itself into SECTIONS, after the manner of the Scientific Association; and thus afford time for freedom of debate, and mature action on all subjects presented. This arrangement will afford the members an opportunity to engage in such SECTIONS as have under consideration questions in which they are particularly interested.

It is expected that papers embracing the several departments of instruction, from the Primary School to the College and University, will be presented.

The Local Committee at Washington, the chairman of which is Prof. Z. Richards, is actively engaged in making preparation for the meeting. Gratuitous entertainment will be given to Ladies, and a reduction of fare made to such as put up at the Public Houses. A reduction of fare has also been secured on the principal lines of travel. Thus all who are interested can attend this meeting at small expense.

Educational Journals and other Papers, friendly to the objects of the Association, are respectfully requested to insert this notice.

Further particulars may be had by addressing the President, A. J. Rickoff, Cincinnati, Ohio; Z. Richards, Washington, D. C.; D. B. Hagar, Jamaica Plain, Mass.; C. S. Pennell, St. Louis; or the Secretary, J. W. Bulkley, Brooklyn, N. Y.

By order of the Board,

Brooklyn, June 10, 1859.

J. W. Bulkley, Secretary.

WILLIAM DELAFIELD ARNOLD, Director of Public Instruction in the Punjab, died on the 9th of April, at Gibraltar, on his passage home from India; aged thirty-one years. He was the fourth son of the late Dr. Arnold of Rugby. — Dr. GESSNER HARRISON, for twenty-seven years Greek Professor in the University

of Virginia, died on the 4th of May. — Professor DENISON OLNSTEAD, LL. D., died at his residence at New Haven on the 13th of May, aged sixty-eight. He graduated at Yale College in 1813, and then served ten years as Professor of Chemistry at the University of North Carolina. When there, he made a geological survey of that State, the first state survey made in this country. For the last thirty-four years he was Professor of Mathematics and Natural Philosophy in Yale College. He was a member of many scientific institutions in America and Europe, a contributor to many scientific periodicals, the well-known author of some excellent text-books, and as a teacher and a man universally beloved. He has been one of the few teachers in our higher institutions of learning who for the last thirty years have proved true and active friends of Common Schools and popular education. — ALEXANDER VON HUMBOLDT died at Berlin on May 6, in the ninetyeth year of his age. The solemn funeral took place on the 10th of May. Of this great philosopher and traveller, Professor Agassiz says: "The influence he has exerted upon the progress of science is invaluable. I need only allude to the fact that the "Cosmos," bringing every branch of natural science down to the comprehension of every class of students, has been translated into the language of every civilized nation of the world, and gone through several editions. With him ends a great period in the history of science, a period to which Cuvier, Laplace, Arago, Gay Lussac, Decandolle, and Robert Brown belonged, and of whom only one is still living, the venerable Biot. Thus lived and died this great monarch of science, who passed his valuable life in the peaceful pursuit of knowledge, and who has earned thereby a far more estimable renown than the mightiest conqueror who ever desolated a nation and sought his triumphs in the 'rude form of war.'" — Dr. DIONYSIUS LARDNER, born at Dublin, Ireland, in 1793, died on the 8th of May, in Naples, where he had been residing during the past two years. While a student, he took sixteen prizes for scientific essays. In 1817 he went to Cambridge, England, and ten years later, was appointed professor of Natural Philosophy in the London University. In 1840, he came to the United States, where he gave scientific lectures, with illustrations, in several cities, which proved to be very successful, and were subsequently published. In 1845 he went to Paris, where he lived till 1857, when he removed to Naples. He is known as a very popular lecturer and writer on scientific subjects and as a contributor to the Edinburgh Encyclopædia.

HON. R. B. HUBBARD, of Amherst, has been appointed Superintendent of Schools in Northampton. He is to teach in the High School half the time. Salary \$1200. — Mr. D. M. Eaton of Gloucester, has taken charge, as Principal, of one of the High Schools at Brooklyn, N. Y. Mr. E. E. Boynton has been elected to succeed Mr. Eaton in Gloucester. — Mr. L. Z. Ferris is reported to have resigned his situation as Principal of the High School for Boys, at Gloucester, to take effect at the expiration of the present term. — Messrs. Calkins and Graves, and Miss Waterman, teachers at the High School at Worcester, have tendered their resignations, which were accepted with much reluctance by the School Committee, on May 23.

BOSTON.—On Friday afternoon, June 3d, the teachers of the primary schools assembled in the hall of the Winthrop School House, where they were addressed

by John D. Philbrick, Esq., the Superintendent of Public Schools, on the details of teaching, in accordance with the rule of the School Committee, which provides that such a meeting of primary school teachers shall be held in the city once in the year.

By invitation of the masters of the several grammar schools, who were also warmly seconded by their assistants, Mr. Philbrick addressed the teachers of the grammar schools on Saturday afternoon at the same place. There was a full representation of the teachers present. Mr. Philbrick addressed them for an hour and a half upon the practical details of teaching, holding up to all in a general manner the excellencies and deficiencies he had noticed in his visits to the schools. This was done without specification, so that no teacher was made an "example" for the rest, and every one had an opportunity to acquire some good ideas. Of the studies, the most time was devoted to reading, writing, spelling, geography and arithmetic. Interestedness in the profession, the employment of good methods, professional ambition, and the careful cultivation of good manners and morals, were subjects especially urged upon the attention of the teachers. The necessity of physical exercise in the schools was earnestly enforced, and Mr. P. gallantly said he had seen this department carried to perfection in some rooms, where the teachers took part in it and improved their health and increased their attractiveness.

At the close of the lecture, Mr. Bates, Master of the Brimmer School, suggested that two such meetings should be held in each year hereafter. A lady teacher, speaking for herself, and doubtless expressing the mind of nearly all the others, favored the suggestion. Mr. Philbrick promised to appear at their call at any time for the purposes of such a meeting.—[*Boston Journal*.]

CORRECTIONS.—The statement about Dictionaries in our last number, contains two points which need to be corrected. The engravings in Webster's Unabridged Dictionary are *not* to be found *at the end*, but in the first part of the volume. We judged by some proof-sheets, and wrote the article when the whole Dictionary had not yet appeared. Again, we said, "Worcester contains a very full list of synonyms, without defining the shades of meaning." As no specimen of Dr. Worcester's work had been sent to our office, and two efforts to get some reliable information from one of the publishers, had proved unsuccessful, we gave in a few lines the impressions, which the perusal of a few pages, the conversation with some gentlemen, and the reading of several articles in our exchanges, had made upon our mind. We have since been convinced that with regard to synonyms, Dr. Worcester's Dictionary will be not only as full and explicit as Webster's, but from the great care which is taken to avoid errors of any kind, may prove even superior to its rival.

Page 204, line 11th,—for "rousing in the great," read "rousing in the heart."

INTELLIGENCE.

WE have gathered, from our exchanges, quite a variety of educational news, which, we hope, will prove interesting to our readers. Any erroneous statement which should be found will gladly be corrected as soon as we are aware of it.

MAINE.—The last Legislature has not done much for the improvement of Common Schools. Only one act was passed, which requires of all school committees in the State to send the annual school returns into the office of the Secretary of State on the first day of May. The income from the State School Fund is to be apportioned on or soon after the first of July. The "*Maine Teacher*" closed its first volume with the May number. It has just paid its expenses, but not yielded to its editor two cents an hour for the labor.

VERMONT.—The new School Law of this State, approved Nov. 23, 1858, contains, among others, the following provisions: A superintendent of schools for each town, elected annually. Examinations of teachers to be public, in May and November of each year, and no other time, except at the option of the Superintendent. The Superintendent receives one dollar per day for services, when actually engaged in school duties, and fifty cents for special examination of a teacher. The Secretary of the State Board of Education is to supply the clerk of each school district with a school register, and an exact account of the attendance at school must be kept therein, under penalty of deprivation of the public money. That part of the public money which has been, heretofore, apportioned to the districts in proportion to the number of children of school age, is to be hereafter divided to the districts, on the aggregate attendance for the year next preceding such apportionment. The Board of Education selects a list of text-books, for the schools, to be used exclusively for the term of five years.

The Vermont State Teachers' Association meets at Burlington, on the 16th, 17th, and 18th of August.

RHODE ISLAND.—The fourteenth Annual Report of the Commissioner of Public Schools, is an interesting document. Hon. John Kingsbury has visited every school district in the State, and seen all the schools except three, which were not in session when the visit was made. Educational topics have been discussed at public evening meetings, held by him in many of the districts. He was accompanied in each town by some gentleman of intelligence and public spirit, and the long rides gave the Commissioner an opportunity to communicate personally with these men upon important questions and existing school laws. The State Normal School, established a few years ago, has nobly sustained itself under embarrassments, has triumphed over all obstacles, and is now in a flourishing condition. The summer schools were taught by 552 teachers, and contained 35,682 pupils, with an average attendance of 19,240. In the winter schools there were 609 teachers, and 29,081 pupils, with an average attendance of 21,506. The amount of money expended for schools is \$195,512.

NEW YORK.—The capital of the State School Fund is now \$2,551,260; that of the Literature Fund, the interests of which are annually distributed to academies, is \$269,932; and that of the United States Deposit Fund, \$4,014,520, the revenue of which is also appropriated for the support of various institutions of learning. The expenditures for the public schools of the State for the year 1857, were: for teachers' wages, \$2,372,113; for libraries and school apparatus, \$136,597; for colored schools, \$10,729; for school-houses, sites, and repairs, \$765,526; incidental expenses, \$369,027. There were in the State: school districts, 11,617; school-houses, 11,566; children between four and twenty-one years old, 1,240,176;

children attending the public schools, 842,137; teachers employed within the year, 27,153. The school libraries contain 1,402,253 volumes.

VIRGINIA.—The following extract is from an "Address of Henry A. Wise to his late Constituents," on resigning his seat in Congress, to enter upon his duties as Minister of the United States to Brazil:

"If I had an archangel's trump — the blast of which could startle the living of all the world — I would snatch it at this moment and sound it in the ears of all the people of the debtor States, and of the States which have a solitary poor 'unwashed and uncombed' child untaught at a free school. *Tax yourselves! For what? 1st — To pay your public State debt. 2d — To educate your children — every child of them — at primary free schools, at State charge.*

"That is my legacy of advice to you before I leave my country's shore, to return, perhaps, no more forever."

ALABAMA.—The *Alabama Educational Journal* contains some excellent articles on the public schools of that State, and the best methods of improving them. We quote from its April number but a few sentences:

"One of the chief sources of difficulty in establishing an effective system of public instruction, lies in the fact that many persons are found ready to controvert the principle itself. They doubt the expediency of educating a man born in poverty. And especially do they question the power of the legislature to tax them for such a purpose without their consent. They even question the soundness of the principle of majorities when applied to a case like this. There is another difficulty to be found in the chasm between the wealthy and poorer classes. Each planter usually owns from two thousand to twenty-five thousand acres of land. Where there is no community there can be no school. In the North, a farm of four hundred acres is considered large. A system of public instruction which would apply to the social condition of Massachusetts or New York, would by no means answer for Alabama."

NORTH CAROLINA.—The General Assembly has enacted a law which by heavy penalties obliges officers of towns and counties to furnish annually certain statements with regard to public Schools. This will enable the General Superintendent of Common Schools to furnish a full and correct report. A school district is to be arranged and a school to be opened in any town, factory, mine, or shop, where forty children, entitled to the benefit of the Common School Law, can be gathered. A copy of the *North Carolina Journal of Education* may be furnished for each school.

CALIFORNIA.—We had recently a chance to see the Eighth Annual Report of the Department of Public Instruction for the year 1858, and feel a deep interest in the statements made by the present Superintendent, Hon. A. J. Moulder. He says that "the public schools are in the mass, far behind the age. The gulf between what they are and what they ought to be, is immense. Our only consolation is that it is not impassable."

Since 1853 the number of public schools has increased from 20 to 432; the number of teachers employed from 25 to 517; the number of children attending school from 3,314 to 19,822. During the last year California has expended \$1,885 on every criminal, and \$9 on every child. The support of 400 criminals required \$754,193, and the education of 30,000 children was done for \$284,183. About 6,000,000 acres of land belong to the public schools of the State, which ultimately must prove very valuable. The number of children, compared with the

adult population, is very small, because nearly all of the early adventurers went out without families.

LOUISIANA.—A practical observer writes in the *New York Teacher* :

"I do not believe there are two graded schools in the State, except in cities where they have regular public schools; and, consequently, if the teacher makes his school profitable he must instruct pupils of all grades of advancement, from the alphabet until the scholar is prepared for college.

"This of course renders him less efficient than he would be teaching in a graded school. Academies, as schools of a higher grade, do not exist; the higher branches are taught, but so are the primary ones in the same school, and, generally by the same teacher. In these schools boys must be prepared for college, or what is worse, sent to the preparatory department of some college. Schools of this character seldom contain more than forty scholars. They are sometimes "made up" by subscription, each patron pledging himself to send so many scholars, at the rates stated in the agreement. Others depend on "day scholars" for support, which is certainly a very feeble one.

"The rates of tuition vary in different sections, and also, with the popularity of the teacher: generally from one dollar and a half, to five dollars per month. Five dollars is, I believe, the very highest country price."

"There is no authority to which the teacher is to look for his license, other than himself and patrons. There were, a few years since, in every parish, legally constituted persons to examine teachers, but the "assembled wisdom" at Baton Rouge deemed them no longer necessary, and accordingly these commissioners were discontinued.

"A majority of the parishes are divided into school districts; but it is optional with them whether they are or not. But the greatest humbug of the whole system is the State Superintendency. It is expected that this officer will visit different parts of the State, enquire in regard to the management of the Schools, awaken the public in regard to them, and finally, in an annual report to the legislature, suggest such changes as he may think necessary. Now these duties, all save the last, are generally omitted, and of the value of that without the former, judge ye. If the office were given to a person of talents and zeal, it would not be as it has been of late, conferred on some political friend, or on some rival to "hush him up," and with the respectable little salary of twenty-five hundred dollars, to sustain the dignity of the office. The talents necessary to discharge the duties of this office, as discharged here, are certainly less than those required to teach a common school in most of the states. In this last instance, I do not speak unadvisedly, but from personal observation."

The First District School Board of New Orleans have resolved "that hereafter no young lady teacher will be allowed to contract marriage while occupying the position of teacher, and such an act on her part shall be virtually considered a resignation."

PENNSYLVANIA. — "*The Educator*. A monthly journal, under the auspices of the Western Pennsylvania Teachers Association. Edited by Rev. Samuel Findley, Pittsburg, Pa. Published by Alexander Clark and B. M. Kerr. \$1.00 a year in advance. Single copies 10 cts." A new journal, which we welcome. May it thrive and prosper. The first number is interesting and very promising.

OHIO.—The eleventh annual meeting of the Ohio Teacher's Association will be held in Dayton on July 6th and 7th. In the last General Assembly, vigorous and persistent efforts to abolish the features of the law which makes the property of the State educate the children of the State, and which provides for graded schools, were vigorously and persistently met, and were defeated by large majorities. A

bill to suspend the library clause passed the Senate, but was indefinitely postponed in the House.

ANTIOCH COLLEGE is now free from debt, and is endowed for three years with an income of \$5,000 a year, besides the \$8,000 annually received for its support, and with a positive prohibition against spending more hereafter than the institution will earn from year to year. This was announced to the students on the 15th of May, and a general jubilee to celebrate this auspicious event was held on May 20.

The recent contract of D. Appleton & Co., in New York, for supplying the school libraries of Ohio during the year 1859, is probably the largest single transaction ever made in the book business. There will be required in all about 75,000 volumes.

MISSOURI.—The Annual Report of the Superintendent of Common Schools of Missouri shows the amount of money apportioned for the school fund of that State, to have been \$244,993 in 1858; number of children between 5 and twenty years of age, 341,121; school districts in the State, 4,640; school houses, 3,382; colleges, 22; academies, 91; teachers, 4,379; children attending school, 141,328.

ILLINOIS.—W. H. Powell's biennial report on Public Schools, to the Legislature, is an interesting document. Only two counties in the State have wholly neglected to make returns. Less than twenty thousand of the four hundred and sixty thousand pupils in the schools of the State during the past year have attended private schools. The number of such institutions is diminishing, as the ground they held is taken by the public school, with a more efficient organization and more thorough modes of instruction. The poorer schools are first cut off, and those remaining are driven constantly higher and higher. About twenty-five colleges and universities occupy the ground destined for, perhaps, three or four good institutions in the future. Owing to influences of sectarian prejudice, large sums, of money have thus been spent which might have been devoted to better purposes. The public High Schools will soon take their places. The text-book question has been vexatious and troublesome. It is believed the people would not submit to a uniformity of school-books throughout the State; while the present system, under which the choice is made by the teacher, aided by the book agent, proves to be a very expensive one. The report upon the Normal University is very full, and contains the history of the bill by which this noble institution was erected, a complete view of the plan of the building, both inside and out, the objects of the school, its workings and promises of success. The report closes thus: "If the next two years shall demonstrate as great an array of actual results, and as gratifying an increase in the educational agencies of the State, as the last two have, Illinois will occupy an educational position second to that of no other State in the Union."

INDIANA. — We cannot deny a place to the following letter, which was sent to us by a subscriber, who gives us his word that the copy is genuine.

Dear Sir:—We often see some curious perversions of orthography displayed in the public notices that are posted up along our highways, but seldom anything that can equal the following fac simile of a notice of a pic-nic that recently "came off" not far from Brookville, Ind.

GRAND PICNIC

THER WILL BEE A PICNIC ON SATURDA MA THE 21 1859 NEAR ATWELL JACKMAN
 SCOOLOUS ON THE SCOOLO SECTION IN THE WOODS OF AUGUSTUS BENTON ALL OFF
 YO THAT AIR FOND OF PICNIC COM OUT AND BRING YOUR FRIENDS WITH YOU A NISE
 TIM IS EXPECTED NO STRONG DRINK ALOUD ON THE GROUND.

Then followed the names of the "Managrs" and "Musicioners," fantastically arranged around a *May-pole*. Below these was a diagram of the grounds where the pic-nic was held. In the ring appropriated to dancing was written the following: "*No one aloud in the ring only them that has got tickets.*" The whole wound up with the following interesting piece of information: "ther is room for eight cow tilions at a tim and room a nuff for old dan tucke boys turn out and bring your girl a long withe you ho cars for expences you can by a ticket for 50 sence and what few odd dollars you hav got left we can sunn git them out of you if you will com up to the stand and fetch your girl along."

MICHIGAN.—From the catalogue of the State University we learn that the faculties embrace twenty-five professors; eight in the Medical, and seventeen in the Classical and Scientific departments. The number of students during the last session was four hundred and thirty. The constitution of the State has ordained that "a school shall be kept without charge for tuition, at least three months in each year, in every school district in the State." A higher grade of Union Schools is also organized, which schools are designed as preparatory to the Collegiate or Gymnastic department of the University. The Medical department belongs to the University proper. It is the plan to organize next an Agricultural department, and then the other Faculties proper to a University, with the exception of the Theological, which will be left to the different denominations. The only charge of the Institution is an admission fee of ten dollars, which entitles the student to membership in any department of the University. Including board, washing and books, the necessary expenses of a student amount to about one hundred and fifty dollars a year.

The last legislature has passed a bill for the graded and High Schools, which provides for a district board of six trustees, two to be elected each year, and commits to them the grading and general management of the schools. It authorizes the district to establish a High School, and to raise by tax money enough to make their schools free. Contiguous districts are authorized to unite and form a Graded School district, but no such district can be formed with less than two hundred scholars. The old law which authorized the election of four or more trustees, has been repealed, so that now every district organized under the general law must choose between the ordinary district board of three officers, and the Graded School board of six trustees. The library bill provided a simple system of district libraries. It was carefully drawn, and warmly approved by some of the ablest men at the capital, but finally defeated. The law giving twenty-five dollars annually in each township to libraries was repealed, and it was left to the townships to say annually what amount shall be spent for books. A bill providing for the appointment of county school examiners was introduced and received with much favor. It came too late, however, to be perfected for final action.

(To be continued in the next number.)

BOOK NOTICES.

THE COMMON SCHOOL ARITHMETIC. A Practical Treatise on the Science of Numbers. By DANA P. COLBURN. Philadelphia: H. COWPERTHWAIT & Co., 1859.

This work, which forms Part III, in Colburn's Series of Arithmetics, we have examined with great satisfaction. It seems to us the best book by far that its author has yet written. While not less thoroughly analytical than his former works, it includes more of the synthetical, and thus meets an objection which has sometimes been raised against his earlier treatise, by teachers who insist upon having the modes of operating presented in the form of rules. Among the valuable features of the work, we notice the clearness of its statements, the accuracy of its analysis, and the excellence and abundance of its problems. By an ingenious arrangement, a large number of problems are, in many cases, made to occupy a small space. The articles which relate to the counting-room are exceedingly well prepared. As a whole, the Common School Arithmetic seems to us a work of extraordinary merit. Let teachers examine it, and judge for themselves.

"THE MICROSCOPIST'S COMPANION," which was mentioned in our last number, is published by RICKEY, MALLORY & Co., Cincinnati. 1859. We cannot state its price, but know what it is worth.

THOUGHTS ON EDUCATIONAL TOPICS AND INSTITUTIONS. By GEORGE S. BOUTWELL. Boston: PHILLIPS, SAMPSON & COMPANY. 1859.

This volume is dedicated to the teachers of Massachusetts, "whose enlightened devotion to their duties has contributed effectually to the advancement of learning." We need only say that this book contains ten lectures and addresses, delivered in past years, and three extracts from his annual reports as Secretary of the Massachusetts Board of Education. No teacher will read them without profit.

IGDRASIL; OR, THE TREE OF EXISTENCE. By the author of the Cave of Machpelah, and other poems. Philadelphia: LINDSAY & BLAKISTON. 1859.

The piece of poetry in the first part of this number is taken from this book, and will be the best recommendation of the work.

THE SCIENTIFIC AMERICAN.—The publishers of this widely circulated and popular illustrated weekly journal of mechanics and science, announce that it will be enlarged on the first of July, and otherwise greatly improved, containing sixteen pages instead of eight, the present size, which will make it the largest and cheapest scientific journal in the world; it is the only journal of its class that has ever succeeded in this country, and maintains a character for authority in all matters of mechanics, science, and the arts, which is not excelled by any other journal published in this country or in Europe. Although the publishers will incur an increased expense of \$8,000 a year by this enlargement, they have determined not to raise the price of subscription, relying upon their friends to indemnify them in this increased expenditure, by a corresponding increase of subscribers. Terms \$2 a year, or 10 copies for \$15. Specimen copies of the paper with a pamphlet of information to inventors, furnished gratis, by mail, on application to the publishers, MUNN & CO., No. 37 Park Row, New York.

American Institute of Instruction.

The Thirtieth Annual Meeting of the AMERICAN INSTITUTE OF INSTRUCTION will be held in NEW BEDFORD, Mass, on the 23d, 24th, and 25th days of August.

The Exercises will be as follows :

On Tuesday, the 23rd,

At 2 o'clock, P. M., the Meeting will be organized.

At 3 o'clock, P. M., the Introductory Lecture will be given by GEORGE B. EMERSON, LL. D. Subject: "The Forest and the Garden."

At 8 o'clock, P. M., a Lecture by Prof. JAMES D. BUTLER, of State University, Madison, Wis. Subject: "The Claims of the Classics."

On Wednesday, the 24th,

At 9 o'clock, A. M., a Discussion. Subject: "Is it expedient to require the use of the Bible by Pupils in Public Schools?"

At 11 o'clock, A. M., a Lecture by J. D. RUNKLE, Esq. Subject: "The Mathematics considered as an Element in a Liberal Education."

At 2½ o'clock, P. M., a Lecture by CHARLES HUTCHINS, Esq., of the Dwight School, Boston. Subject: "The Parent Side in the Work of Education; or some of the Privileges and Duties of Parents with reference to the School."

At 3½ o'clock, P. M., a Discussion. Subject: "Was the Massachusetts Educational Legislation of 1859 expedient?"

At 8 o'clock, P. M., a Lecture by Rev. R. C. WATERSTON.

On Thursday, the 25th,

At 9 o'clock, A. M., a Discussion. Subject: "Ought Students to be compelled to report the misconduct of their Fellow-Students?"

At 11 o'clock, A. M., a Lecture by CHARLES NORTHEM, Esq., of New Britain, Conn. Subject: "Primary Schools."

At 2 o'clock, P. M., a Lecture by Prof. J. W. PATTERSON, of Dartmouth College.

At 8 o'clock, P. M., brief Addresses by the President and Members of the Institute.

Ladies attending the meeting will be hospitably entertained by the citizens of New Bedford.

The usual reduction of fare on the railroads may be expected.

JOHN D. PHILBRICK, *President.*

BENJ. W. PUTNAM, *Rec. Sec'y.*

Boston, June 19, 1859.